

***Task – Bench Design*****A. Dates**

The students were given the assessment on Thursday 22<sup>nd</sup> September at 0930 (half-way through a double lesson).

The date of submission was Thursday 6<sup>th</sup> October at 0840.

This was a longer time period than that which we gave last year. The reason(s) for this were:

- (a) Feedback from last years' students (they felt very pushed for time in the week we gave)
- (b) Knowledge that we would lose some school time (October 4<sup>th</sup> was a public holiday)
- (c) A strong suspicion that we would lose further time with students:
  - September/October is notorious in Hong Kong for inclement weather. Our fears were justified – all schools were closed on Thursday September 29<sup>th</sup> because of Tropical Storm Nesat. We had earmarked this day (a day of a double lesson) for students to work on their assignments.
  - This particular age group in our school was experiencing a number of cases of Hand, Foot & Mouth disease. A number of students were quarantined at home.
- (d) We felt we needed more time to introduce students to the kind of technology that they would find helpful. Students were not exposed to Geogebra in Year 9, and they last “studied” spreadsheets in Year 7.

**B. Unfamiliar situation**

**We wish to make it clear from the outset that this whole task was unfamiliar to our students.**

In lessons before the task was given, emphasis had been on solving quadratic (and some cubic) equations, using a variety of methods. Graph work was limited to solving equations and looking at the nature of roots.

The notion of applying ones knowledge and understanding in this creative way was authentically new for our students.

**C. Standardisation**

Standardisation was carried out on Friday October 7<sup>th</sup>. It involved 2 teacher (LM and BL). The results of the standardization process are supplied.